

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY OCT 24 PM 3:51 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION </div>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Alpine ISD	022901		
Vendor ID #	ESC Region #		
	18		
Mailing address	City	State	ZIP Code
704 W. Sul Ross Avenue	Alpine	TX	79830

Primary Contact

First name	M.I.	Last name	Title
Becky		Watley	Superintendent
Telephone #	Email address		FAX #
432-837-7700	bnwatley@alpine.esc18.net		432-837-7740

Secondary Contact

First name	M.I.	Last name	Title
Darrell		Dodds	Assistant Superintendent
Telephone #	Email address		FAX #
432-837-7700	dodds@alpine.esc18.net		432-837-7740

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Becky		Watley	Superintendent
Telephone #	Email address		FAX #
432-837-7700	bnwatley@alpine.esc18.net		432-837-7740

Signature (blue ink preferred)

Date signed
October 23, 2017


Only the legally responsible party may sign this application.

701-17-103-060

RFA #701-17-103; SAS #269-18
2017–2018 Perkins Reserve Grant

Page 1 of 36

Schedule #1—General Information

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Alpine Independent School District and Alpine High School are seeking to add the Law, Public Safety, Corrections and Security career pathway to the current Career and Technology Education programs currently offered. Alpine Independent School District is located in Brewster County, Texas. With a population of approximately 8,000 citizens, Alpine is home to one high school with approximately 300 students and Sul Ross State University. Alpine High School enjoys the benefits of a mutually beneficial relationship with the University as the university provides opportunities for dual credit and resources for college readiness. Alpine High School works directly with SRSU to assist high school students in the application process. Many AHS students enroll in SRSU annually. Alpine is also a law enforcement hub due to the proximity of the community to the US border and regional criminal activities. Alpine is home to many agencies that require a law enforcement training or certification including a judicial court, the US Border Patrol Alpine Station, Drug Enforcement Agency personnel, Immigration and Customs Enforcement personnel, Brewster County Sheriff's Department, Alpine Police Department, Sul Ross State University Police, and state and national parks personnel and game wardens.

As the district collaborated to design the new law enforcement pathway, current resources available on the campus and in the community we evaluated to determine what students would need to graduate ready to enter a law enforcement academy through the sheriff's department or through the US Border Patrol.

Students in the high school completed a survey designed to collect information on preferred high demand career pathways. Students overwhelmingly selected **detectives and criminal investigators and police and sheriff's patrols officers**. More than 1/3 of the 280 students chose detectives and criminal investigators as their preferred career.

The Law Enforcement Pathway advisory council, made up of the law enforcement teacher, school counselor, principal, Brewster County Sheriff's Department, Alpine Police Department, and US Border Patrol representatives, students, and parents will follow a needs assessment process during grant implementation and annually. The effectiveness of the process will be evaluated by the district superintendent and as a whole the group will use data and reflection tools to determine when the program needs to be changed or updated. The council will utilize the program management tools that are currently available through the TAIS process – annually collecting data and analyzing the data to determine problems and root causes. Grant activities implementation will be receive oversight by the district special programs director and the superintendent. The special programs director and the district assistant principal for budget and operations will have oversight of the financial aspects of the grant implementation. The district has successfully administered several competitive grants and implemented innovative programs such as Service Learning and College Forward.

Program implementation will be evaluated through course success rates, program enrollment and growth, student employment in law enforcement areas, and enrollment in law enforcement related education or certification programs or IHE law enforcement degree plans. Annual goals for enrollment, certification, education, and employment will be developed annually through the Law Enforcement advisory council.

Alpine ISD is committed to providing the students of Alpine, Texas with the tools and experiences necessary to lead productive lives in the community of Alpine. Because of the strong commitment of the school and the law enforcement agencies, Alpine is committed to continuing to provide the resources necessary to continue to provide students with access to the Law Enforcement Career Pathway courses, materials, and experiences.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 022901	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$3300	\$0	\$0	\$3300
Schedule #8	Professional and Contracted Services (6200)	6200	\$2000	\$0	\$0	\$2000
Schedule #9	Supplies and Materials (6300)	6300	\$7935	\$0	\$7935	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$5000	\$0	\$5000	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$18235	\$0	\$12935	\$5300

Administrative Cost Calculation

Enter the total grant amount requested:	\$12935
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$ 647
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1		0	0	\$0	\$0
2	Educational aide	0	0	\$0	\$0
3	Tutor				
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$2800
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title	0	0	\$0	\$0
22	Title	0	0	\$0	\$0
23	Title	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$2800
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	500
26	6119	Professional staff extra-duty pay		\$0	0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$3300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 022901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
b. Subtotal of professional and contracted services:		\$0	\$2000
c. Remaining 6200—Professional and contracted services that do not require specific approval: Weekly Local Law Enforcement Speaker		\$0	\$2000
(Sum of lines a, b, and c) Grand total		\$0	\$2000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 022901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$7935	\$0
Grand total:		\$7935	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 022901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$5000	\$0
Grand total:		\$5000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 022901		Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				\$0	\$0
29				\$0	\$0
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	110	37.8%	
Limited English proficient (LEP)	10	3.4%	
Attendance rate	NA	96.1%	
Annual dropout rate (Gr 9-12)	NA	1%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	4.6	14.6%	
6-10 Years Exp.	3.9	12.3%	
11-20 Years Exp.	12.4	39.6%	
20+ Years Exp.	9.5	30.3%	
No degree	0	0%	
Bachelor's Degree	20.7	66.2%	
Master's Degree	10.6	33.8%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										83	78	65	65	291

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	1

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When Alpine ISD and Alpine High School became aware of the opportunities through the Carl Perkins Reserve Grant, district administrators immediately thought of **community specific needs** for qualified applicants in education and law enforcement. Teachers are in demand for local day cares and for the school district campuses. Law enforcement agencies are **consistently seeking personnel** for the local police department, the county sheriff's office, and federal law enforcement agencies such as border patrol. These local needs were additionally supported as regional needs based on the data provided on the **high need positions over \$34,500 list**.

The district needed to determine which **career students were most interested** in so students were asked to complete a survey during the first week of September, selecting preferred career choices based on the career choices documented in TexasCareerCheck website for the Alpine region. The **survey overwhelmingly indicated** that Alpine High School students in grades 9-12 were interested in the law enforcement pathway. Only a limited number of students indicated interest in education.

Implementing the Law Enforcement Pathway would require that the district/campus **seek curriculum, instruction, and experiences** that would ensure students would be prepared to either enroll in an HIE to earn a degree in Law Enforcement or to be accepted into an academy. Sul Ross State University offers an associate's degree in law enforcement as well as a police academy. Brewster County Sheriff's office has an academy for new recruits. The Border Patrol trains agent recruits.

The district has, in preparation for receiving the grant, made contact with the local law enforcement agencies to provide weekly speakers. The weekly speakers would enhance the knowledge students gain as they learn through online courses provided by ICEV Law Enforcement. Additionally, the police department has agreed to collaborate with the school to develop a capstone experience or practicum.

The district is in a rural and isolated area, recruiting teachers CTE programs has been difficult. Historically the district has offered Business, Agriculture and Technology based strands for CTE. Law Enforcement has not ever been offered. The district believes that the program can best be grown by beginning with CTE online courses supplemented by weekly law enforcement personnel speakers. Therefore, another need will be online curriculum and computers (surfaces) for students to access the curriculum with. Currently the only available technology for this use is in the computer lab. Purchasing the surfaces would enable the program to provide instruction to 80 students in four years.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Opportunity to enter immediately into a career are limited to entry level office skills, ranch/farm assistance, or apprentice for welding. However, these entry positions are not the positions in need or desired by students as evidenced in survey. Alpine students need education/training that would enable them to successfully enter into and complete training for law enforcement positions.	Award of the CP Reserve Grant would provide Alpine ISD with the funds needed to implement a law enforcement pathway would open up employment opportunities in several organizations that are located in the immediate Alpine community. Successful instruction in the law enforcement pathway would increase the possibility that students would successfully complete training and acquire the certifications required for full time employment as a law enforcement personnel at either the Alpine Police Dept., the Brewster County Sheriff's Office or US Border Patrol.
2.	Alpine HS will need curriculum materials that match the specific of the Law Enforcement TEKS which will enable students to successfully enroll in an IHE law enforcement degree plan or gain admittance to a law enforcement training program immediately following graduation from high school.	The Texas Essential Knowledge and Skills for Law Enforcement are designed to provide students with the knowledge and skills necessary to be successful in the law enforcement pathway. Access to curriculum aligned to the Law Enforcement TEKS through curriculum aligned to the TEKS will enable students to be successful. Curriculum would be purchased for students and supplemented by weekly local law enforcement experts in the field.
3.	To successfully implement the law enforcement pathway, online curriculum will enable the district to provide this educational experience consistently to students. Recruiting and retaining CTE teachers is a barrier to meeting student interests. An online curriculum supplemented by local law enforcement agencies will provide consistent, continuous program implementation.	Implementation of an online program for learning in Law Enforcement would be a solution to the barrier presented by the difficulty of hiring and retaining teachers.
4.	The current computer lab and student computer carts are consistently in use by business pathway teacher, AV technology pathway teacher and other core teachers. Students in the Law Enforcement pathway will need daily dedicated access to technology that meets the specs of the online curriculum.	The grant would enable the district to purchase the technology necessary for students to access the curriculum. Sufficiently technology does not exist in the campus inventory to enable students daily access for instruction.
5.		

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 022901			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Principal	Knowledge of the state requirements for career pathways and graduation requirements, experience with supervising campus level instruction and adherence to program guidelines. Ability to lead advisory council meetings, collect and analyze data, and communicate findings.		
2.	Counselor	Ability to develop relationships with students, to provide students with knowledge of and process for enrolling in career pathways. Ability to identify students who are struggling and provide appropriate supports.		
3.	CTE Department Head	Engage with law enforcement teacher to ensure program implementation is successful. Support law enforcement program with access to CTE department funding. Assist with implementation by providing mentoring and coaching supports to LE teacher.		
4.	Brewster County Sheriff	Engage authentically in the planning, supporting and evaluating the law enforcement pathway. Provide personnel as needed for weekly supplemental instruction.		
5.	Alpine Police Chief	Engage authentically in the planning, supporting and evaluating the law enforcement pathway. Provide personnel as needed for weekly supplemental instruction.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Identify students for program and enroll in 1 st course for spring 2018	1. Prepare description of program for students/parents	12/1/2017	1/15/18
		2. Provide opportunity to learn more about program	12/1/2017	1/15/18
		3. Provide process for enrolling in program	12/1/2017	1/15/18
		4. Notify students of acceptance into program	12/15/17	1/15/18
		5. Schedule students into course for spring 2018	12/15/17	1/15/18
2.	Identify course facilitator and train in online curriculum	1. Select personnel to facilitate and manage course	12/1/17	12/7/17
		2. Make adjustments to master schedule	12/1/17	12/7/17
		3. Arrange training in online curriculum	12/7/17	12/14/17
		4. Develop scope and sequence for course	12/14/17	12/21/17
		5. Develop measures of success	12/14/17	12/21/17
123.	Project personnel meet to develop project goals and how to meet goals	1. Schedule project personnel meeting	12/1/17	12/15/17
		2. Determine goals for pathway and courses	12/1/17	12/15/17
		3. Evaluate alignment of courses to goals	12/15/17	12/20/17
		4. Determine how goals will be measured	12/15/17	12/20/17
		5. Schedule interim project management meetings	12/7/17	12/16/17
4.	Weekly supplemental instructional experiences scheduled	1. Evaluate alignment of goals to course content	12/20/17	1/15/18
		2. Identify needed supplements or enhancements	12/15/17	1/15/18
		3. Develop calendar of topics aligned to course	12/15/17	1/20/18
		4. Create a schedule for weekly experts	12/15/17	2/1/18
		5. Develop a tool to measure speaker quality	12/20/17	1/10/18
5.	Materials purchase and set up	1. Review alignment of online programs to TEKS	12/1/17	1/10/18
		2. Project team determines gaps in curriculum	12/15/17	2/2/18
		3. Technology staff identify appropriate technology	10/15/17	12/15/17
		4. PO for materials submitted and materials ordered	12/1/17	12/7/17
		5. Training on materials provided to staff/students	12/15/17	12/20/17
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently engages campuses in quarterly data meetings. Each meeting is an opportunity for the campus administrator to provide data and evidence that the campus is on track to meet goals and objectives identified by the campus, the district, or the state. During each meeting, the administrator reviews progress toward goals as evidenced by the available data. During the meeting the district administrators ask probing questions to elevate root causes of success or lack of progress. Additionally, questions that cannot be answered with present data or evidence may lead to additional measures of progress. Each campus administrator is then coached on effectiveness of data collection and campus level use. The campus is encouraged and expected to identify needs and areas of support.

The campus utilizes professional learning communities and the continuous improvement model to provide structures and systems that can provide desired outputs. The principal meets at regularly scheduled intervals to review classroom, instructional, program, and student outcomes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alpine, Texas is a small community where students more often than not choose not to leave and instead remain to become a part of the community's fabric as employees and parents of AISD students in the years after graduation. Alpine ISD teachers and the school district are committed to the role of the district in providing the students and the community with graduates that are able to find employment that contributes to the community and to the overall wellness of Alpine.

Adding a Law Enforcement Pathway is a conversation that has been present in planning on many levels for over 20 years. The emergence of online curriculums and affordable technologies had made this project attainable. Maximum effectiveness of the grant will be a goal that is heavily expected by the community and the district administrators. Weekly administrator meetings provide a communication process that facilitates preventative measures and interventions.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 022901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Employment survey one year following graduation	1.	Sufficiently prepared to enter law enforcement field
		2.	Employed as law enforcement personnel
		3.	
2.	Post Secondary survey following graduation	1.	Sufficiently prepared to enter IHE to earn associates degree in LE
		2.	Complete associate's degree in LE
		3.	
3.	Post Secondary survey following graduation	1.	Prepared to be accepted into police/sheriff/border patrol academy
		2.	Successfully complete academy
		3.	Employed as LE personnel
4.	PIEMS, Graduation	1.	Complete Law Enforcement Pathway
		2.	
		3.	
5.	PEIMS, staffing	1.	Pathway enrollment at and after year 4 contains 50 students
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Law Enforcement Pathway, as is required for all CTE pathways, will engage in an annual evaluation of the quality of the program and the participation level of the program to determine what if any changes will be made. Information from the meetings will be collected in a Google Doc so they can be shared and reviewed. Information gathered will be shared with the Law Enforcement Advisory Council organized by the Project Team. The advisory council will be made up of the team, students, parents, and community members. Program goal data will be collected and used for formative and summative program and implementation evaluation. The exact data will be dependent upon the specific goals set by the Project Team. Data that will definitely be collected throughout the pathway will be pathway enrollment and completion data and post secondary employment and IHE data. Program activity data will include student engagement with the online curriculum available through the module tools, student survey responses to weekly supplemental speakers, topics of weekly speakers and participation of the team members in program meetings. This data will provide program evaluators with a clear picture of the pieces of the program should problems arise or quality not meet standard. Participant data in pathway enrollment by number, gender, ethnicity, and special programs will provide the team with information for recruiting and evaluating the program communications and perceptions that may affect registration. Participant data will be analyzed to determine anticipated attrition such to react and provide appropriate scheduling and resources. Student academic data within the program will be measured through formal and informal processes. Formal processes will include module achievement. Student success on the modules will be measured through the online curriculum resource and students will be supported throughout to ensure mastery of the content. In addition to program achievement data, student participant success in all courses will be critical to ensure students are able to graduate on the Endorsement Plan and with a GPA that would enable the student to enroll in an IHE. Participant attendance data will be measured as a tool for understanding the effects of an engaging curriculum tied to postsecondary opportunities. Additionally, high student attendance, over 95%, is a positive influence on academic performance. Placement of the program in the school day will be critical to student success as other academic and athletic events can impact student attendance in class. Pathway project data and measures of success will be shared with the school board, the community and students annually. Corrections and revisions to project outcomes will be determined by the project team as a result of all data collected and analyzed annually. Revisions will be shared with appropriate personnel.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The local workforce development board for the Alpine, Texas region is actually located in El Paso, Texas, a region very different in scope and location than Alpine located approximately 4 hours west of Alpine.
The workforce development force collaborated via telephone with the district on September _____. The WFDB helped design the process for developing the questionnaire that was presented to students from the TEA list of high demand occupations over \$35,000. The district used the questionnaire as designed with input from WFDB to survey students and select the program for the project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The program of study selected by the students of Alpine High School, the Alpine High School Principal and the Alpine ISD is the Law Enforcement Pathway. Alpine ISD will purchase the iCEV CTE online law enforcement courses as the instructional resource for the Law Enforcement Pathway. The following law enforcement courses will be provided to students as part of the coherent sequence of courses offered for the Law Enforcement Pathway: Principals of Law, Public Safety, Corrections, and Security, Law Enforcement I, Law Enforcement II, Court Systems and Practices, Correctional Services, and Practicum in Law, Public Safety, Corrections and Security.

Students will complete the online courses below to earn credit for the pathway: Exploring Careers: Law, Public Safety, Corrections; Introduction to Professional Communication; Court Systems and Practices; Law Enforcement Services Correction Services; Criminal Law History & Development; and Ethical Practices in Law, Public Safety, Corrections and Security. The Practicum experience will be developed through the Project Team in conjunction with the local law enforcement agencies, the county courthouse, local legal professionals, and other law enforcement professionals.

Students will, upon high school graduation, be able to enroll in the Basic Law Enforcement Academy in Alpine, Texas through Sul Ross State University to earn a Texas Commission on Law Enforcement Peace Officer certification. Certification enables graduates to apply for sheriff deputy and police officer positions. The Academy is an 18 week program and students will earn 21 hours of college credit.

Post secondary IHE courses for a Criminal Justice Major at Sul Ross State University which are aligned to the Law Enforcement Pathway are: Introduction to Criminal Justice, Basic Skills for CJ, Correctional Systems and Practices, and Police Systems and Practices. Maintenance of a C average in all CJ courses is required for a Bachelor's Degree in CJ. The law enforcement courses from the pathway will support graduates in completing college CJ courses successfully.

Several IHEs in the west Texas area offer post secondary training or instruction that will lead to successful employment in the law enforcement field. **Midland College:** Associate of Applied Science - Law Enforcement, Associate of Applied Science - Paralegal Studies, Associate of Arts - Paralegal Studies, Associate of Science - Criminal Justice, Associate of Science - Paralegal Studies; **Certificate** - Law Enforcement, Certificate - Paralegal Studies

Howard College, Big Spring, TX - Associate of Applied Science - Correctional Science, Associate of Applied Science - Criminal Justice Studies, Associate of Applied Science - Law Enforcement, Associate of Arts/Associate of Sciences - Criminal Justice; Certificate - Computer Forensics in Criminal Investigations, Certificate - Criminal Justice Technology, **Certificate** - Digital Forensics Investigations

Sul Ross State University: - Professional Training - Basic Police Academy, Bachelor's Degree in Criminal Justice or Homeland Security

Odessa College: Certificate - Basic Peace Officer, Certificate - Computer Forensics, Certificate - Law Enforcement

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Below are the graduation plan crosswalks that illustrate the college credit courses available at Alpine High School and the corresponding courses for either an Associate's Degree in Criminal Justice from Midland College or a Bachelor's Degree in Criminal Justice from Sul Ross State University. Alpine ISD students are able to take dual credit courses at Sul Ross State University.

High School Pathway Courses	Associate's Degree	Bachelor's Degree Criminal Justice
Dual Credit English III	Composition and Rhetoric	Composition & Rhetoric I
Dual Credit English IV	Composition and Rhetoric	Composition & Rhetoric II
Dual Credit Special Topics in US His	US History to 1877	American History to 1877
Dual Credit US History	US History since 1877	American History since 1877
	Business and Professional Speaking	Communication
	Introduction to Sociology	Additional Electives (2)
		Statistics
		Biology
		Geology
Psychology	Introduction to Psychology	Intro to Psychology
		Art
Dual Credit Government	Federal Gov't	Federal Gov't
	State Gov't	State Gov't
College Algebra		College Algebra
		Additional Science
	Introduction to Criminal Justice	Introduction to Criminal Justice
	Legal Aspects of Law Enforcement	Legal Aspects of Law Enforcement
	Criminology	Criminology
	Crime in America	Crime in America
		Police Academy I
		Police Academy II
		Police Academy III
		Police Academy IV
	Correctional Systems and Practices	Correctional Systems and Practices
	Police Systems and Practices	Police Systems and Practices
	Criminal Investigation	Criminal Investigation
	Juvenile Justice System	Juvenile Justice System
		Emergency Management
	Criminalistics	
	Court Systems and Practices	
	Fundamentals of Criminal Law	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Alpine Police Department
Brewster County Sheriff's Department
United States Border Patrol Agency
Sul Ross State University Police Department
Brewster County Courthouse
Brewster County Judge's Office
Brewster County Jail
Sul Ross State University

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The following industry partners will be involved in the planning, development, and evaluation of the Law Enforcement Pathway for Alpine High School:

Alpine Police Department
Brewster County Sheriff's Office

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Alpine High School will be implementing this grant, upon award, without additional FTE's. The district will use the grant award to purchase the technology necessary to provide access to the online courses. After the end of the grant program, Alpine ISD will continue to fund the online curriculum through the IMA or local funds. The current CTE teachers maintain active advisory councils and the Law Enforcement facilitator will be expected to continue the facilitate the Project Team processes such as data, program evaluation, and communications.

The campus anticipates that because the Law Enforcement pathway is a preparation for employment in the local area, that popularity of and registration in the pathway to enable the campus to continue to offer the pathway as a career development curriculum for students.

ICEV updates course offerings based on TEKS and state requirements for instruction. Since the curriculum is online, the campus will have access to updated content as the TEKS are revised. The district has a process for updating and replacing all technology regardless of the original fund source.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Student enrolled in and completing the Law Enforcement Pathway would not be eligible as high school students for industry certifications. However, course content in the pathway will prepare students for success in a police or sheriff's academy or for criminal justice post secondary courses for either an associate's degree or bachelor's degree.

Students completing the Law Enforcement Pathway would be highly prepared to successfully complete the Texas Commission on Law Enforcement Basic Peace Officer Course. Students who successfully complete the basic academy are eligible to sit for the TCOLE Basic Peace Officer examination. Students who score a 70 or above are eligible for hire by Texas law enforcement agencies.

The police academy courses may be applied toward a bachelor's degree in criminal justice from Sul Ross State University.

Other certifications and degrees from regional IHE's include:

Midland College: Associate of Applied Science - Law Enforcement, Associate of Applied Science - Paralegal Studies, Associate of Arts - Paralegal Studies, Associate of Science - Criminal Justice, Associate of Science - Paralegal Studies
Certificate - Law Enforcement, Certificate - Paralegal Studies

Howard College, Big Spring, TX - Associate of Applied Science - Correctional Science, Associate of Applied Science - Criminal Justice Studies, Associate of Applied Science - Law Enforcement, Associate of Arts/Associate of Sciences - Criminal Justice
Certificate - Computer Forensics in Criminal Investigations, Certificate - Criminal Justice Technology, Certificate - Digital Forensics Investigations

SRSU: - Professional Training - Basic Police Academy, Bachelor's Degree in Criminal Justice

Odessa College: Certificate - Basic Peace Officer, Certificate - Computer Forensics, Certificate - Law Enforcement

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 022901

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Alpine ISD and Alpine High School currently offer a coherent sequence of courses in the following pathways: Business, Manufacturing, Agriculture, Arts, AV Technology and Communication and Science Technology Engineering and Mathematics.

Approximately 25% of Alpine High School graduates complete a coherent sequence of courses in a CTE pathway. The Business pathway and the Manufacturing pathway are the two pathways most likely to be completed by students. Students are attracted to these two pathways because of the long history of students in Alpine enrolling in the Manufacturing pathway to learn and compete in welding and the connection of the business courses to success in any industry and utilization of the tools for post secondary.

The Law Enforcement pathway will be attractive to students who are not interested in a career that includes welding. Students enrolled in the Law Enforcement pathway might also sign up for business pathway courses to supplement their own skills in technology and communication.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 022901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 022901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 022901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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